



Vision for life and learning at Oratory Primary

Our aim is to nurture in our children a strong sense of self belief, to be loving and considerate with others, and keen to make the most of the years which stretch before them to do good.

Our motto is not an idle one, it is the essence of our school:

We work together, we play together, we laugh together, we pray together:

In Faith: We provide an environment where children are enabled to build on and deepen their relationship with God. Opportunities for prayer, reflection, and liturgy allow pupils to live and grow together as Catholics.

In Community: We appreciate the expert knowledge that parents have of their children's strengths and needs and invite families to share that knowledge with us. A strong partnership between home and school is vital in ensuring children achieve their personal best.

In Learning: We recognise that all children have particular abilities and aptitudes to be nurtured and celebrated. We encourage our pupils to become independent thinkers, and reflective learners, secure in the knowledge that with focus, endeavour and support, they can achieve their academic and creative potential.

In Life: We give our pupils a safe environment in which to build skills for their futures. We encourage them to adopt healthy lifestyles, respect the environment and be responsible citizens.

In Love: We teach our pupils to show kindness, respect and forgiveness. We celebrate our place in God's family by supporting one another and facing challenges together.

Special Educational Needs and Disabilities Policy Spring 2025-Spring 2026

The SEND Definition

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

"Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above"

(SEND Code of Practice September 2014)

This SEN policy works alongside and in conjunction with The Local Offer offered by the Royal Borough of Kensington and Chelsea and various other school policies namely The Attendance Policy, The Pupil Premium Policy, and The Behaviour Policy and is embedded in the Teaching and Learning Framework of the school.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the Special Educational Needs Co-ordinator (SENCo) and all other members of staff both teaching and support staff, have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High quality teaching which is adapted and personalised is available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching, assessing and reviewing which takes account of the range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Step 1 Universal provision

Some pupils may experience barriers to their learning and participation in class and do not make expected progress for a variety of reasons. Teachers respond to their pupils' needs to help remove these barriers. Some pupils will have appropriately adapted work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age. In addition adaptations may be made to the learning environment to promote learning and participation. Progress at this stage will be tracked three times per year by the school's tracking systems and parents kept fully informed.

Step 2 Targeted provision

If a pupil is experiencing a barrier to learning which needs further support than the universal approach, closely targeted interventions will be agreed with the class teachers. The support provided falls into the new SEN categories:

- Communication and interaction
- Cognition and learning
- Social Mental and Emotional Health
- Sensory and Physical

Early identification and intervention is important therefore we aim to identify needs at the earliest point and make effective provision. Teachers, the SENCo and the Head teacher meet on a termly basis to review pupil progress and plan appropriate and implement appropriate support. It is to be hoped that there will be considerable parental involvement in order to maximise learning situations.

Step 3 SEN support

After closely monitored interventions are put in place, if classroom teachers are concerned that a pupil has not made expected progress they will refer the pupil to the SENCo who will arrange additional SEN support in any or all of the four areas

- Communication and interaction
- Cognition and learning
- Social Mental and Emotional Health
- Sensory and Physical

Once a potential special educational need is identified, four types of action should be taken to put effective support in place:

- 1 Assess;
- 2 Plan;
- 3 Do;

4 Review

This is known as graduated support.

Specialist Services and teachers with additional specialist qualifications may be called upon to provide specific programmes to be followed by all adults coming into active learning situations with the child (this can include the CT, TAs and parents/carers at home).

Where a pupil is receiving Additional SEN support, we aim to meet parents termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

Individual pupil progress at Additional SEN support level will be monitored three times per year by the school tracking system and personally by the Head teacher in conjunction with parents and the SENCo. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENCo and Head teacher.

Step 4 Education Healthcare Plan

Should children still not be making appropriate progress at an expected level, the formal assessment procedures for an Education Health and Care Plan will be started by the SENCo in conjunction with the parents and other specialist services, following the legal assessment procedures outlined in the Local Offer by the Royal Borough of Kensington and Chelsea. Details of these arrangements are available from the SENCo at the school.